

# **Vignettes**

## **Answer**

## **Sheets**

## DOMAIN ONE

1. 1c: Setting Instructional Outcomes: clarity
2. 1f: Designing Student Assessments: criteria and standards
3. 1e: Designing Coherent Instruction: lesson and unit structure.
4. 1d: Demonstrating Knowledge of Resources: resources for classroom use.
5. 1e: Designing Coherent Instruction: learning activities.
6. 1b: Knowledge of Students: knowledge of students' interests and cultural heritage.
7. 1d: Demonstrating Knowledge of Resources: resources for students.
8. 1a: Demonstrating Knowledge of Content and Pedagogy: knowledge of prerequisite relationships.
9. 1b: Knowledge of Students: knowledge of students' skills, knowledge, and language proficiency  
1e: Designing Coherent Instruction: instructional groups.
10. 1f: Designing Student Assessments: design of formative assessments.
11. 1c: Setting Instructional Outcomes: value, sequence, and alignment
12. 1a: Demonstrating Knowledge of Content and Pedagogy: knowledge of content and the structure of the discipline, knowledge of pedagogy.

## DOMAIN TWO

1. 2e: Organizing Physical Space: arrangement of furniture and use of physical resources.
2. 2c: Managing Classroom Procedures: performance of non-instructional duties.
3. 2a: Creating an environment of respect and rapport: teacher interaction with students.
4. 2d: Managing Student Behavior: monitoring of student behavior.
5. 2c: Managing Classroom Procedures: management of materials and supplies.
6. 2c: Managing classroom procedures: management of materials and supplies.
7. 2a: Creating An Environment of Respect And Rapport: student interactions with one another.
8. 2b: Establishing a Culture For Learning: student pride in work
9. 2e: Organizing Physical Space: safety and accessibility
10. 2d: Managing Student Behavior: expectations
11. 2c: Managing Classroom Procedures: management of transitions
12. 2a: Creating An Environment ff Respect and Rapport: teacher interaction with students.

## DOMAIN THREE

1. 3b: Using Questioning and Discussion Techniques: quality of questions;  
3c: Student Engagement in Learning: grouping of students.
2. 3d: Using Assessment in Instruction: self-assessment and monitoring of progress
3. 3c: Engaging Students in Learning: structure and pacing
4. 3e: Demonstrating Flexibility and Responsiveness: response to students
5. 3a: Communicating with Students: expectations for learning  
3d: Using Assessment in Instruction: student self-assessment and monitoring of progress.
6. 3c: Engaging student in Learning; grouping of students
7. 3a: Communicating with Students: directions and procedures
8. 3d: Using Assessment in Instruction; feedback to students
9. 3b: Using Questioning and Discussion Techniques: quality of questions, student participation
10. 3a: Communicating with Students: explanations of content
11. 3e: Demonstrating Flexibility and Responsiveness: lesson adjustment
12. 3d: Using Assessment in Instruction: assessment criteria, self-assessment and monitoring of progress

## DOMAIN FOUR

1. 4f: Showing Professionalism, decision-making
2. 4d: Participating in a professional community, relationships with colleagues
3. 4b: Maintaining Accurate Records, student completion of assignments, student progress in learning
4. 4a: Reflecting on Teaching, accuracy
5. 4b: Maintaining Accurate Records, non-instructional records
6. 4c: Communicating With Families, engagement of families in the instructional program
7. 4a: Reflecting on Teaching, use in future teaching
8. 4d: Participating In A Professional Community, involvement in a culture of professional inquiry
9. 4e: Growing And Developing Professionally, enhancement of content knowledge and pedagogical skill, service to the profession.
10. 4c: Communicating With Families, information about individual students
11. 4e: Growing And Developing Professionally, receptivity to feedback from colleagues
12. 4f: Showing Professionalism: service to students, advocacy.

# **Vignettes Classroom Environment Cards**

1. The desks in Mr. T's second grade classroom are arranged in groups of four. A couch and beanbag chair are provided for students in the reading corner.
2. When students enter the classroom, they get to work on a brief assignment, written on the board, while Ms. L takes roll.
3. Jackson, a seventh grade student, approaches Mr. P's desk to ask a question about the homework assignment. Mr. P, who is conferencing with a student, sees Jackson and says, "Here he comes again, Clueless Jackson!"
4. During the spring concert, two students are seen talking on their cell phones. The teacher quietly motions for the students to hand her their phones.

5. In Ms. K's biology lab, shelves for materials are labeled alphabetically in the back of the room. One student from each group gathers the necessary materials for the experiment.

6. The teacher concludes the whole group mini-lesson by saying, "OK boys and girls, grab your reading folders and begin the assignment." A long line forms at the box that holds the reading folders. Five minutes later, most students are seated with their folders, while several are still looking for theirs.

7. While Mr. G is reviewing directions for the assignment with a small group of students, several students across the room begin to laugh and point at one of their fellow students.

8. Each Friday, the students in Ms.W's class each choose their favorite completed assignment for that week. They then post it on the bulletin board titled, "Work I'm Proud of!"



9. After recess, the kindergarteners walk slowly into the classroom, pass the groups of tables, and arrange themselves on the carpeted area in the back corner of the room. The teacher opens the book and begins to read the story for the day, but some students are unable to see the pictures.

10. As Mr. J walks past Larry's desk, Larry begins to ask Mr. J if he enjoyed the football game last night. Mr. J responds to Tommy and they both let out a cheer. Mr. J continues walking toward the front of the room and passes Joey's desk. Joey lets out a cheer and Mr. J responds, "Do I need to remind you of our rule for working quietly?"

11. Mr. J tells the class that it is time to move into their groups for writing workshop. Several students are bumping into one another as they are getting up from their desks and walking to the trash can. Some books and papers are left on the floor as students find their new seats.

12. Every morning, Ms. M stands at her third grade classroom door and greets each student by saying, "I'm so glad you are here!" She then makes a comment or asks a question based on an individual interest of each student.

# **Vignettes Instruction Cards**

1. Ms. C has her class watch a film clip of Martin Luther King Jr.'s "I Have a Dream" speech using a video guide that contains several questions. The questions are factual, interpretive and analytic in nature. After the film clip, students work in groups of three to respond to the questions and generate their own questions.
2. Following a series of lessons on the Bill of Rights, Mr. L distributes a quiz to his grade 8 social studies class. The worksheet contains 25 multiple choice questions about the topic. The students are given 10 minutes to complete the quiz, and then correct their own papers. In groups, students discuss the reasons for the correct answers; Mr. L circulates to offer assistance.
3. Mrs. T delivers a mini-lesson on using resources to gather information for a report and then asks the students to work individually to look up information on their own topics. The teacher circulates and assists students as needed. A few students finish their research quickly and then visit with other students or sit at their desks without appearing to work.
4. Mr. R is prepared to continue his lesson on the solar system when one student asks about the Challenger accident; the student had heard about a major anniversary of the tragedy on the news but did not know much about it. Mr. R provides information about the incident, conducting a brief discussion, and using one of the responses as a way to segue into the planned lesson.

5. Mrs. P begins class by asking a student to read the learning objective for the day's lesson which is written on the board. The teacher then explains that before the end of class she will ask them to reflect on how close they feel they are to having achieved the objective.
6. The students in Mr. G's class are arranged into one of three learning groups. One group of students is circulating among the various learning stations around the room. Students in a second group work individually or in pairs. The third group is participating in a guided reading exercise with the teacher.
7. Mrs. L is conducting a geometry lesson using quilt squares. When several students ask questions about what they are to do, Mrs. L asks them to wait or try to figure it out themselves. After about 15 minutes several students give up and toss the quilt square aside.
8. Students in Mr. M's chemistry class are given back a lab report that they had completed earlier in the week. Each report has a letter grade at the top, but no other information.

9. A ninth grade class is reading "Romeo and Juliet" in class. The class contains several students who are learning English as a second language. The teacher asks a quick succession of questions about various characters in the play (e.g. who they were, how they were known or related to other characters, etc.), but not all students can participate.
10. Mr. R offers an explanation of the difference between a republic and a democracy. Students are told to look up the words in a dictionary and write their definitions. In the discussion that follows, some students still seem confused by the distinction.
11. Students in Mr. H's math class are looking puzzled after he provides an explanation of "slope" in algebra. Instead of assigning a worksheet, as he had planned, he tries a different approach to clarifying the concept.
12. Students in Mr. E's class have prepared to debate various topics in front of their peers. The student audience listens to the debate and scores the participants on a rubric that had been developed by the class prior to working on their debate topics.

# **Vignettes Planning and Preparation Cards**

1. Ms. A's goal for the day is to show her students the school's new computer lab.
2. Mr. B has designed a rubric for student presentations. It identifies key elements of a good presentation and three levels of performance for each of the elements.
3. Ms. C has organized the new unit of study on the water cycle around the science content standards and the scope and sequence outlined in the pacing guide.
4. Mr. E plans to give the students a website for them to explore as an extended learning activity on understanding the judicial system.

5. One of the activities Ms. Frey has included in her unit design for the solar system is a kinesthetic demonstration, in which her students come to the front of the room and position themselves as the sun and the planets, with spacing to represent distance.

6. During the first week of school, Mr. G plans to distribute an interest inventory, asking his fifth-grade students about their hobbies, interests, and favorite out-of-school activities.

7. Ms. D has contacted the school's social worker to find out about the area's Big Brother and Big Sister program on behalf of several of her students whose home lives lack support for them.

8. Mr. L knows that his students learned about place value last year. His plans for a sequence of lessons will help, he hopes, students apply their understanding of place value to addition and subtraction with regrouping.



9. For one of her flexible grouping assignments, Ms. H plans to create cooperative groups to include two English language learners in each group.
10. After several lessons on positive and negative numbers, Mr. J plans to have students play a game with spinners containing negative and positive numbers. This will enable him to see what his students have learned about the topic, and to shape future lessons.
11. Ms. K's plans for the day include teaching students how the tools of logic are used in advertising to sway consumers; her goals are aligned to the state standards on persuasive writing.
12. Mr. M, a second-career beginning teacher, says he knows he will have no trouble teaching science to high school students, due to his long career at Bell Labs and the Pentagon.

# **Vignettes Professional Responsibilities Cards**

1. Mr. E, who teaches several elective courses, encouraged teachers to vote down a proposal that would allow for more instruction in the core area for struggling students. The change would limit the number of electives made available to students, but appeared to his colleagues to be self-serving.
2. Ms. R has worked very hard to obtain National Board certification. She is reluctant to share her knowledge of teaching with her colleagues because she is afraid they would think she was bragging.
3. The students in Ms. U's class are assigned specific duties which include logging completed homework on the class website; tracking their progress on tests, quizzes and homework; and preparing quarterly reports to be used in student led conferences with parents.
4. After his first hour geography class, Mr. M concluded that the lesson was successful because everyone received an A on the quiz.

5. Ms. A was unable to locate her list of which students had returned their permission slips for the field trip.

7. After reviewing student responses on an American history test, Mr. A decided he needed to broaden his instruction on the 14<sup>th</sup> and 15<sup>th</sup> amendments.

6. At the beginning of each physics unit, Mr. D sends parents a copy of activities to be completed at home by family members that relate to the specific topic they are studying. The students are encouraged to work with their families to complete the exercise and to explain to them the concept it demonstrates.

8. For the second team meeting in a row, Mr. P failed to bring the results of the common assessment in the 4<sup>th</sup> grade math. The group was unable to complete its analysis of what difficulties the students were having, and how to improve their approach.

9. Ms. W has been teaching for 30 years. She recently participated in the summer professional development session offered by the district on teaching writing. She prepared and delivered a presentation for the staff at her building, to help in the implementation of the Six Traits of Writing program.
10. When Ms. R shares information with parents about their child's test scores, she puts the information in an easy to read and understandable format. She also has it translated into Spanish for the non-English speaking families in her class.
11. Mr. E is concerned about the participation of girls in his science classes. He has asked a colleague to observe a lesson and tell him whether he is calling on boys more than girls.
12. Ms. Y had concerns about the potential neglect of a student. She described the situation to the principal and the social worker and was told they would handle it. She was still nervous, however, and the following week she asked the social worker whether he had contacted the state child welfare agency.